

Student Success Collaborative

- ⦿ A group of institutions dedicated to sharing best practices, data analytics, and an innovative platform for surfacing insight into the academic barriers that impede graduation.
- ⦿ Combines technology, research, and predictive analytics to help institutions positively inflect outcomes with at risk and off-path students
- ⦿ Provides best practice research and practical advice to colleges and universities across the United States
- ⦿ Provides benchmarking data and reports compared to other institutions

Why Join the SSC

- ⦿ Greater need for accountability (AKA analytics)
- ⦿ Timing of Accreditation
- ⦿ Performance Contract
- ⦿ Reforms of Higher Education Act
- ⦿ Private Parties (e.g. NCTQ, College Scorecard, ...)
- ⦿ Need to develop more sophisticated framework of voluntary accountability beyond what we do now
- ⦿ Ability to remain competitive in grant world

Key Areas of Concern

- ⦿ Progression and Completion
- ⦿ Cost of Education- Value proposition
- ⦿ Quality Proposition
- ⦿ Student Debt
- ⦿ Default rates
- ⦿ Employment Outcomes
- ⦿ Learning Outcomes



What will SSC do for us?

- ❁ Growing consortium of colleges and universities that we will be able to benchmark
- ❁ Cutting edge staff dedicated to using best practices to develop analytical tools and methodologies
- ❁ Ability to ask and frame important research questions pertinent to not only us but to the nation
- ❁ Force us to question the status quo, test our assumptions
- ❁ Provides us with new opportunities

The Advising Application of the SSC

- The advising application is the tool Student Success Collaborative uses to inflect student outcomes. The application is designed around a three-stage model: triage, assess, and intervene.

Triage, Assess, Intervene

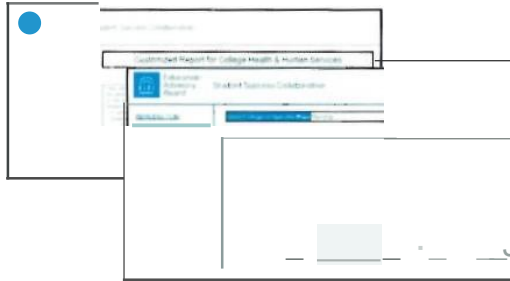
- ⦿ **Triage:** using work lists, student status, and other risk identifiers, advisors can proactively find students in need of help instead of waiting for students to come to them or reactively reaching out after the student is actually failing.
- ⦿ **Assess:** student profiles show key trends that contribute to outcomes such as GPA trend, credit accumulation, and student performance. The data is shown in a way that highlights issues most likely to cause risk to the student's outcome, such as poor performance in a key course or a declining GPA trend, making it easier for the advisor to suggest solutions.
- ⦿ **Intervene:** the student profile gives the advisor several ways to reach out to the student and note these interventions, as well as set reminders for follow up with the student.

Early Forms of Leveraging Your Data

Two Major Deliverables To Support Your Work

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Predictive Workbooks



Administrators and Deans

- Critical courses and timing
- Programmatic trends
- Patterns of student transitions
- Pinpointing areas of opportunity

Advising Platform



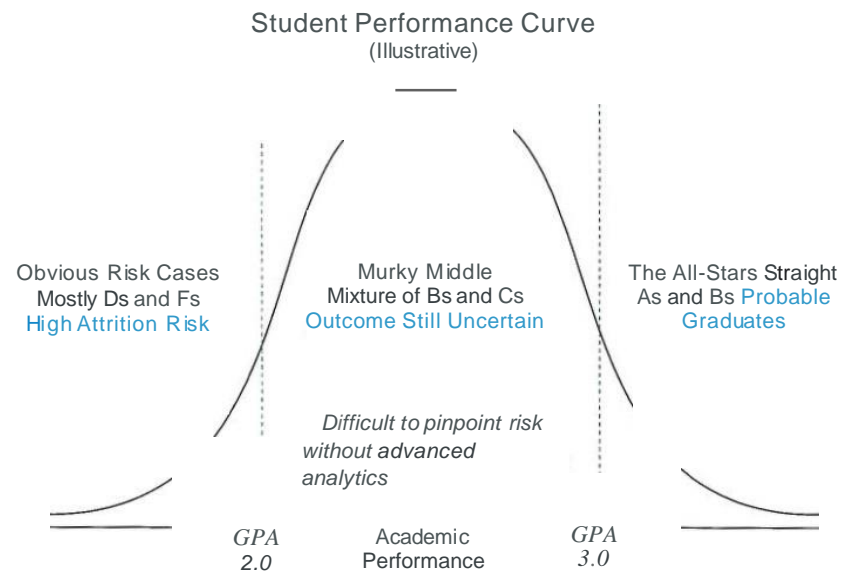
Advisors and Advising Directors

- Proactively identify off-path students
- Compare to previous students
- Major Guidance
- Career Analytics

Predicting Trouble Down the Road

Using Data Analytics to Spot Struggling Students Before It's Too Late

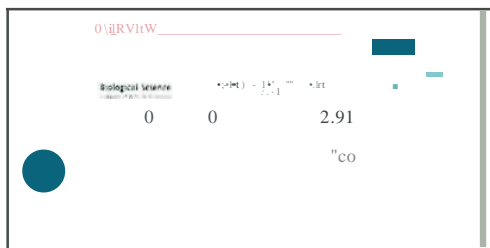
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Exploring the Platform in More Detail

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The Advising Platform



From the Advisor Voice

"Normally I'd open up the advising conversation with 'how are things going?' Now, with SSC, I can see how things are going. I'm starting farther down the road. It's improving my efficiency."

"Every day that I use SSC Platform, the purpose and value of the platform to my profession of academic advising is enhanced."

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Getting the Most from the Platform for FLC

Assessing the Student

How can we provide consistent advising and be efficient with CSUN faculty advising time?

Monitoring Critical Courses

How many students at CSUN have passed but underperformed in critical courses to success?

Identifying Pockets of Opportunity

Given reactive advising, are there students who I (and they) didn't realize needed assistance until it's too late?

Guiding Student Decision Making

What alternatives can I provide to students to increase their opportunity to succeed?

Measuring our Impact

How do I know I am making a difference or that I am meeting with the right students?

Deep Dive - Assessing the Student

How do you navigate through the data?

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Why is this so valuable?

- Easy to digest information: Lot of information and often very little time to review. Hit on the key pieces advisors request time and again.
- Uncover unknown areas: Leverage predictive indicators and success markers to identify areas of opportunity that may not have been clear from review of GPA or progress towards degree.



Deep Dive - Monitoring Critical Courses

How do you support students before it is too late?

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Why is this valuable?

- Progress toward degree: Has the student completed critical milestone courses in the recommended timeframe?
- Performance towards degree: How did the student perform in critical courses that are highly predictive of graduation success?

The screenshot displays a student's course attempt history. At the top, a navigation bar includes a 'Current' link. Below this, a table lists course attempts. The first entry is for 'PSYC1200IL', which is marked as 'Needs attention' and shows '2 Attempts'. A dark blue box highlights the 'Attempt History' section for this course. The details for the first attempt are as follows:

Course	Attempt	Completion Date	Recommended Grade	Status
PSYC1200 IL	1st Attempt	April 2007	B	Not Completed
PSYC1200 IL	2nd Attempt	-	-	-
PSYC1200IL	3rd Attempt	-	-	-

Below the table, there are additional course details and a list of related courses, including 'PSYC1200IL' and 'PSYC1200IL'.

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- Create Lists of Students: Filter student populations for easy to access lists
- Develop campaigns around Populations: Identify students in specific populations and manage campaign towards those students

STUDENTS

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Displaying Students 1-25

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- EmailOnline ADV
- In Person ADV
- Group

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Deep Dive - Guiding Major Decisions

What other options do I have?

24

Why is this valuable?

- Good Fit Majors: Provide insight into potential good fit programs based on predictive data
- Align Students with Career Goals : Search which professions are most common within majors students are interested in. Occupations show skills students should strive to develop through coursework, as they are most common in the selected occupation.

MAJOR
MATCHES

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[View degree map](#)

Related Occupations

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Environmental Planner

Environmental Planner

Meteorologist

Students that will benefit include upper level *tht* atmospheric and atmospheric science. My interests
weather and climate. I am interested in the current weather conditions and develop weather for

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National Hiring Statistics

This information is intended to provide insight into the emerging, high demand, and employer requirements for this OJLT and related information is derived from OJLT online Job title 191 in U.S. 12 months.

Avg. Salary	Hiring Demand
\$5	

Typical Employer Requirements

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Assoc. J. L. & S. O. C. Q. R. e	0%	< 2 years
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Skills in order of importance

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1. Communication Skills

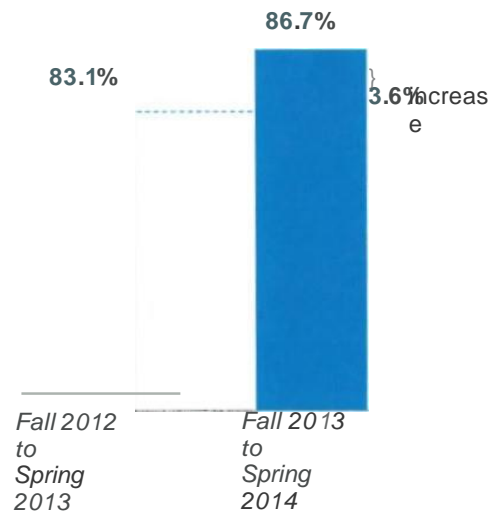
- Oral Presentation Skills

Early Signs of Institutional Impact

Example from early SSC member

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Term to Term Retention
First-Time, Full-Time Students



85+

Additional first
time, full time
students retained


\$494,000

Additional tuition
revenue from
retention increase

"I now have advisors who are using their time in a better way and more efficiently to impact a greater number of students...Overall the return has exceeded our initial investment and, long term, I believe this success will continue." - Provost

Basic Student Overview

OVERVIEW



ACADEMIC SUMMARY


Bus Administration - Finance
School of Business Admin

COURSE GRADE of D/F **0**
There were none in this student's history

REPEATED COURSES **0**
There were none in this student's history

COURSE WITHDRAWALS **0**
There were none in this student's history

Most recent enrollment
Fall Semester 2014

Current risk 
MODERATE

Cum GPA **3.2**

Notifications **0**

Total Credits **116.00**

Senior

MAJOR SELECTION

Currently
Bus Administration - Finance
Bachelor of Arts
Fall Semester 2012

ADVISING

Next follow-up	Last profile edit
None	Never

STUDENT

No action taken


I want to...

[Change student status](#)

[Email student](#)

[Remind me to follow-up](#)

[Add a note on this student](#)

RECENT NOTES 

No notes added.

Note Making Function

The screenshot shows a web application interface for Fort Lewis College. At the top, there's a header with the college logo, 'Welcome Suzanne', and a 'Log Out' link. Below this is a navigation bar with 'Students' and 'Institutional Analytics' tabs. The main content area is titled 'Students > Storey, David'. On the left, a sidebar shows a profile for David Storey with ID 900363071, age unknown, and DOB unknown. It also has a list of tabs: Overview, Success Progress, Term Details, History, and Major Explorer. The main content area is divided into sections: 'OVERVIEW' (with a printer icon), 'ACADEMIC SUMMARY' (with a 'DISC' button), 'COURSE GRADE OF D/F', and 'MAJOR SELECTION' (showing 'General Biology Bachelor of Science Fall Semester 2013'). A modal window titled 'Add a note on this student' is open in the center, featuring a text input field, radio buttons for 'Public' (selected) and 'Private (Only you can view)', and 'Submit' and 'Cancel' buttons. On the right, a 'STUDENT' sidebar shows 'No action taken' and a list of actions: 'I want to...', 'Change student status', 'Email student', 'Remind me to follow-up', and 'Add a note on this student'. Below this is a 'RECENT NOTES' section with a question mark icon and the text 'No notes added.'.

Fort Lewis College

Welcome Suzanne Log Out

Students Institutional Analytics

Students > Storey, David

David Storey

ID: 900363071
Age: Unknown
DOB: Unknown

Overview

Success Progress

Term Details

History

Major Explorer

KEY INFO

Email: DASTOREY@FORTLEWIS.EDU

OVERVIEW

ACADEMIC SUMMARY

General Biology

Natural & Behavioral Sciences

COURSE GRADE OF D/F

There were none in this student's history

MAJOR SELECTION

General Biology
Bachelor of Science
Fall Semester 2013

ADVISING

Currently

Next follow-up

Last profile edit

None

Never

Sophomore

1

1

00

Add a note on this student

Close

Make note: ☒ Public ☐ Private (Only you can view)

Submit Cancel

STUDENT

No action taken

I want to...

Change student status

Email student

Remind me to follow-up

Add a note on this student

RECENT NOTES ?

No notes added.

All Notes—Student Example

OVERVIEW

ACADEMIC SUMMARY

Major Not Declared
Arts, Humanities, Soc Sciences

COURSE
GRADE OF D/F

0

REPEATED
COURSES

0

There were none in this
student's history

There were none in this
student's history

MAJOR SELECTION

Currently
Major Not Declared
Bachelor of Arts
Fall Semester 2014

All Notes

Close

Sep 22, 2014
Shannon Dancy

Status Change: Reviewed, text. Student completed Map Works survey. Showed up low risk, but I texted him to let him know he is welcome to meet with me to talk about his responses if he would like.

Sep 12, 2014
Shannon Dancy

Jaren mentioned he is keeping up with the readings in his classes, using a planner, and getting help when he needs it.

Sep 12, 2014
Shannon Dancy

He enjoys GEOL 170 although the first project was somewhat difficult, and is making it through ENGL 265 although it is very long (TR 2 hours) and has a lot of reading. He mentioned he definitely likes MWF classes better, so we will keep that in mind as we choose spring classes later on. He was hesitant about his TRS 91 instructor at first, but feels like he is connecting with him and has started his first paper that is due next week. I suggested he go to the writing center to get help as he p... [Read More](#)

Sep 12, 2014
Shannon Dancy

Success Markers

RECOMMENDATIONS

The student should act on these guidelines soon to stay on track for successful completion.



Register for ES242|1

Recommended grade: B

Complete between 32 and 47 credits

2

ACADEMIC NOTIFICATIONS

The student has missed guidelines for progress. Acting on them can help get the student back on track for successful completion.



Completed



Missed



Upcoming

Notification

Outcome



ES150|1

Recommended grade: B-

Complete between 16 and 31 credits

Needs attention

1 Attempt



PSYC157|1

Recommended grade: B-


Complete between 16 and 31 credits

Needs attention

1 Attempt



Work List Creation

x 

REFINE LISTX

Assignment	>	Select categories on the left to add or remove filters. When you are done, click on Apply Selections button to apply your selected filters.
College/School	>	
Degree	>	
Earned Credits	>	
Enrollment	>	
GPA	>	
Has Reminder	>	
Major (1)	>	
# of Notifications	>	
Risk	>	
Student Classification	>	
Student Last Name	>	
Student Status	>	
Success Markers	>	

Apply Selections Cancel

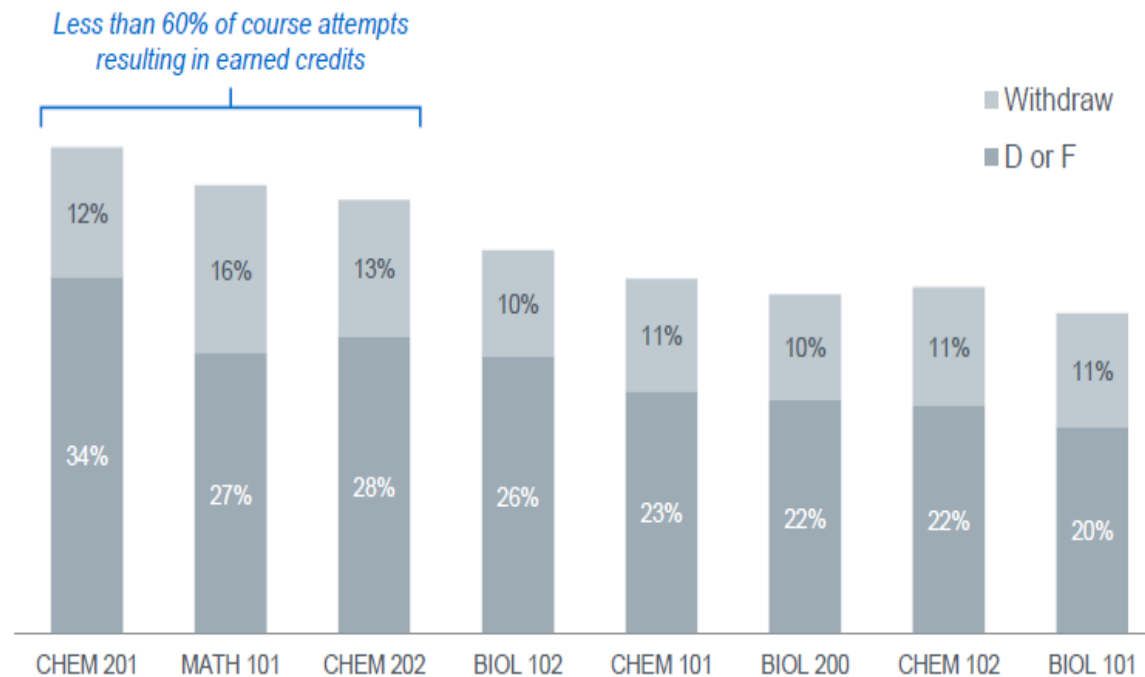
SSC Example of Institutional Data

Why Are So Few Bio Majors Graduating?

Poor Course Completions Suggest Opportunities for Support, Redesign



DFW Rates in Common Courses
Biology Majors

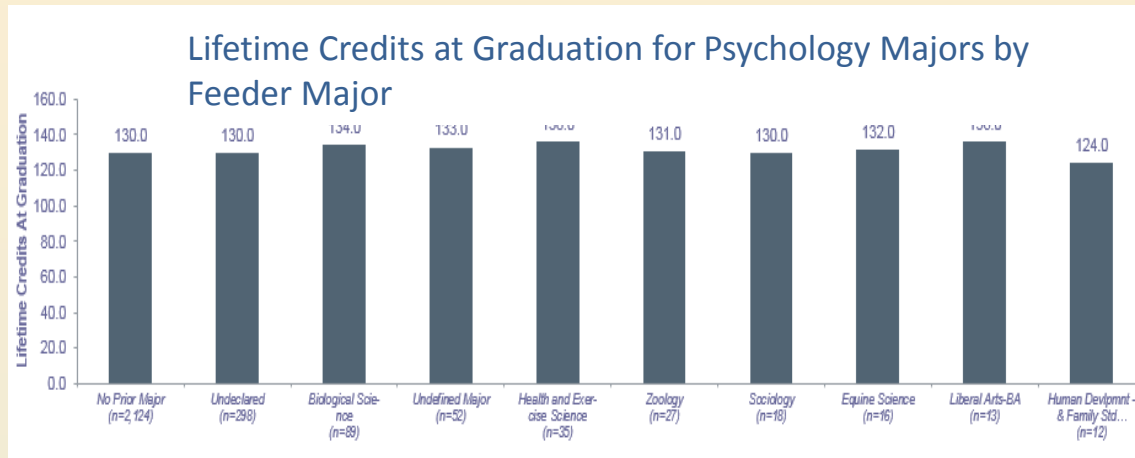


Highly Predictive First-Year Courses

COURSE	ENROLLMENTS	GRADUATION RATE WITH D/F GRADE	D/F GRADE RATE	STUDENTS LOST
CO150	32,874	36.9%	5.4%	656
PSY100	24,346	38.6%	9.7%	910
SOC100	13,412	34.1%	11.2%	512
CHEM111	13,517	39.7%	19.6%	1,053
LIFE102	12,795	37.8%	14.6%	705
PHIL100	12,229	35.1%	15.2%	651
POLS101	9,610	33.8%	15.3%	496
HES145	10,237	33.2%	6.6%	225
CHEM112	12,060	37.3%	6.6%	296
FSHN150	10,300	33.4%	12.1%	417

- Early identification of at risk students
 - Manageable numbers for outreach (ex: CO150 = 66 students annually)
 - Early identification of at risk students
- Highly predictive courses are not just the high D/F courses

Analysis of Major Migration



Top Feeder Majors for Psychology

Major	N	Pct. Of Total Feeder Majors	Avg. GPA at Time of Switch	Grad. Rate in Destination Major	Avg. Term this Major Switch Occurs	Avg. Terms at Time of Graduation	Lifetime Credits at Time of Graduation	Avg. Terms After Switch at Time of Graduation
No Prior Major	2,124	74%	2.84	48%	1.0	8.2	130.0	1.0
Undeclared	298	10%	2.85	61%	3.2	8.5	130.0	3.4
Biological Science	89	3%	2.82	69%	3.8	8.7	134.0	4.3
Undefined Major	52	2%	2.82	64%	3.2	8.3	133.0	3.5
Health and Exercise Science	35	1%	2.70	57%	4.2	8.9	136.0	4.7
Zoology	27	1%	2.70	67%	3.5	8.6	131.0	4.1
Sociology	18	1%	3.05	72%	4.8	8.0	130.0	5.8
Equine Science	16	1%	2.76	56%	4.5	7.6	132.0	4.7

- 26% of Psychology majors start outside that major.
- Students who start in Psychology earn an average of 130 lifetime credits at graduation; major migrators to Psychology earn, on average, an additional 6 SCH.
- Most often students come from an undeclared status if they don't declare Psychology initially.
- 3% of Psychology majors come directly from Biological Sciences; 69% stayed in psychology to graduate while 31% changed majors again.
- On average, students migrate into Psychology with a 2.85 GPA in about their fourth semester.
- 48% of initial Psychology majors graduate in Psychology.

Analysis of Service Course(s)

Course	N	Predictive Course Rank	Predictive Course Cutoff Grade	Average Course Grade	Average Term Taken	Grad. Rate in Program	% of Ds/Fs	% of Ws
PSY250	2,292	1	C	2.77	3.7	66%	9%	2%
CS110	2,259	2	B	3.13	2.9	59%	7%	2%
PSY260	1,451	3	B	2.93	3.2	63%	6%	1%
PSY252	850	4	C	2.90	3.8	65%	8%	2%
SOC100	1,843	5	B	2.84	2.7	57%	8%	2%
LIFE102	1,913	6	C	2.55	2.5	60%	13%	7%
PSY100	1,989	7	B	3.15	1.4	52%	4%	1%
PHIL100	1,983	8	C	2.58	2.8	59%	12%	3%
BMS300	2,022	9	D	2.12	5.7	78%	26%	5%
PSY315	1,419	10	C	3.04	5.8	81%	5%	1%

- CS110 is the most predictive service course for psychology majors. It is usually completed prior to the third semester.
- 7% of psychology majors enrolled in CS110 earn a D/F grade (n ≈ 15 annually); those students have a 18% graduation rate in the major.
- Students, in the end, graduate in the major at a higher rate if they withdrawal from CS110 instead of earning a D/F grade.

